

# Personal and Family Histories

Aligned with the Australian National Curriculum



**Section 1:**  
**My Family**

**Section 2:**  
**Family Structures**

**Section 3:**  
**Celebrating Past Events**

**Section 4:**  
**Family Stories From The Past**



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# Teachers' Notes

*Personal and Family Histories* is written for students living in Australia who are studying History in their first few years of schooling. This teacher-friendly resource encourages students to develop their historical knowledge and understanding, and demonstrate historical skills. The book is divided into four comprehensive sections which connect to the V9 Curriculum.

Section One requires students to think about their own family. They are asked to identify members of their family and start to understand how each family member is related. They are also encouraged to recognise that people in their family may have been born and raised in different places around the world.

Section Two focuses on different types of families. It helps students to understand that not all families are the same, but all families are of equal value. It introduces terms such as 'nuclear', 'only child', 'adoptive', 'extended' and 'blended'. It makes students aware of the family structure which is unique to Aboriginal and Torres Strait Islander Peoples.

Section Three explores why the students celebrate certain days in the year. It also looks at the ways in which they celebrate these special days. 'Welcome to Country' ceremonies are examined in some detail.

The final section of the book looks at how we know about the past and how each student can find out about his/her family's past.

At the beginning of each section in the book are detailed Teachers' Notes which comment on every activity sheet. These notes suggest ways of introducing each activity, provide answers, list useful websites and outline possible extension activities. Every effort has been made to make each activity sheet visually appealing so that the students find the work accessible and interesting.

Students will learn through cutting and pasting, drawing, circling, highlighting, creating, writing, asking questions, comparing, sequencing, finding sources, matching, examining sources and labelling.

## Curriculum Links

### **Knowledge and Understanding: History** **Students learn about the people in their family, where they were born and raised, and how each of them are related (AC9HSFK01)**

- discussing the members of a family (for example, mother, father, caregiver, sister, brother, grandparent, aunt, uncle, cousin) and recognising different kinship structures that may be present in students' cultural backgrounds (for example, cousin-brother or mother-auntie in First Nations Australian families)
- producing drawings of family members, adding information gathered from questions and observations to share details of their lives, such as where they were born and raised
- making concept maps of their family, using pictures or photographs to show how family members are connected to one another

### **Students learn about the celebrations and commemorations of momentous events shared with both their families and others (AC9HSFK02)**

- responding to a calendar of events celebrated or commemorated by students, their families, and friends; for example, birthdays, religious festivals like Easter, Ramadan, Buddha's Birthday, Passover and Coming of the Light, as well as family reunions, cultural festivals, and community commemorations such as NAIDOC Week and Anzac Day, and discussing why these events are important
- discussing different ways of celebrating these significant occasions, such as special meals, family gatherings, visiting meaningful places, and the role of art, music, storytelling and passing down traditions in First Nations Australian cultures

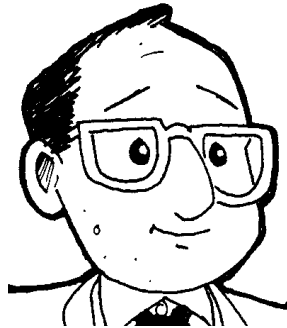


A family is made up of lots of different people.

☐ Circle or colour the people below who are in your family.



mother (mum)



father (dad)



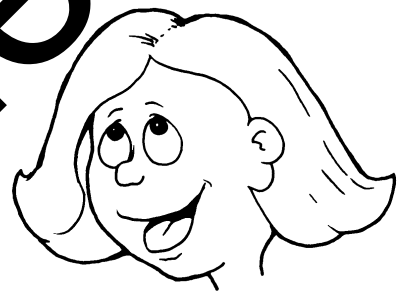
brother



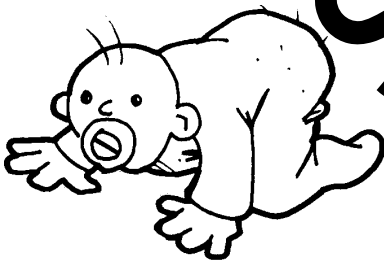
sister



step-brother



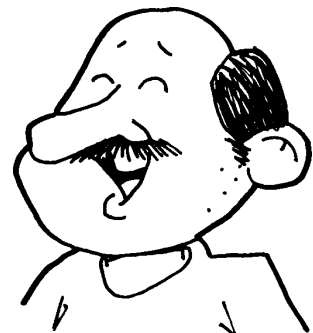
step-sister



baby



grandmother



grandfather



aunty



uncle



cousin

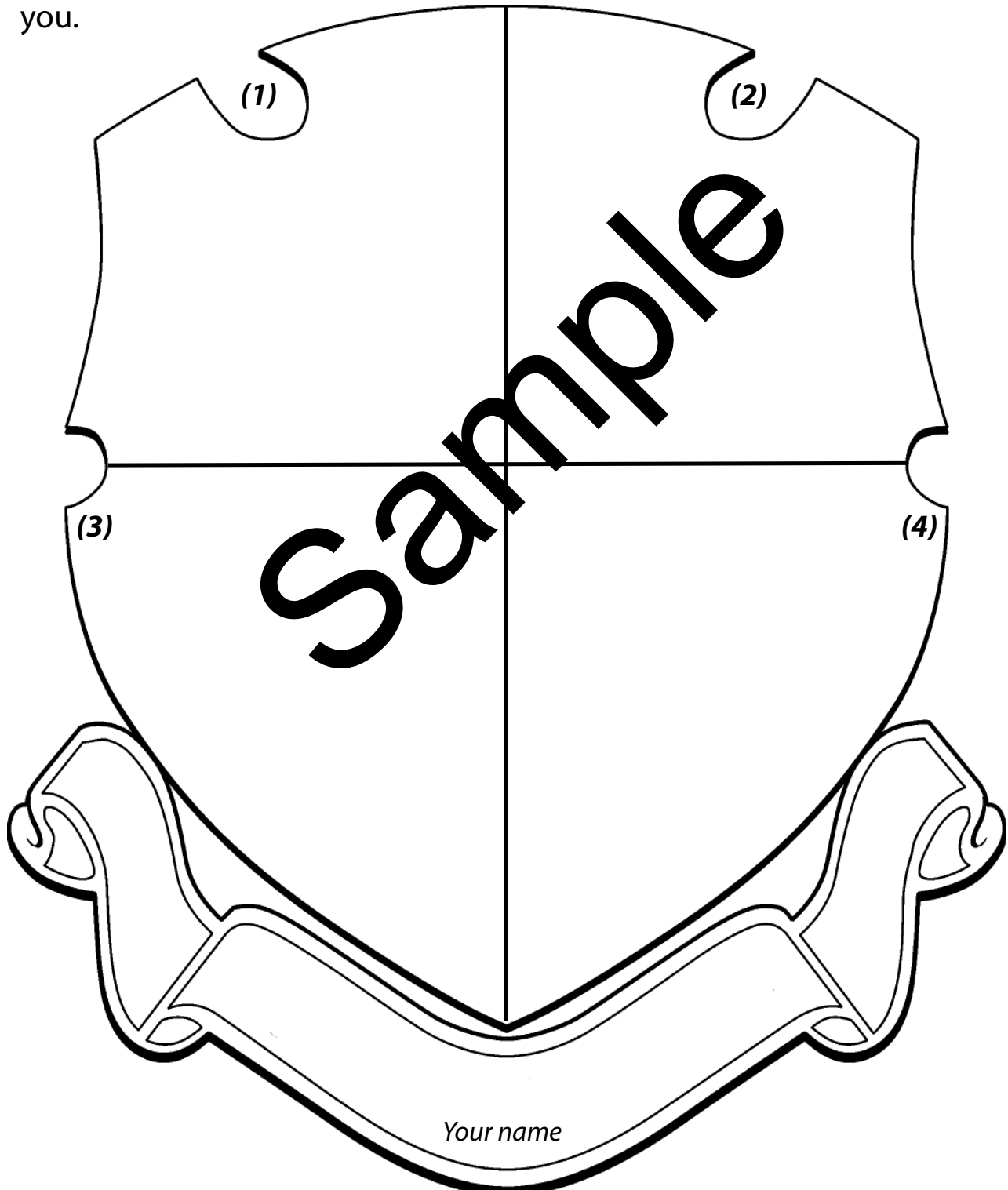
## Activity

# My Family Shield



Years ago people decorated shields with pictures and symbols to show who they were and where they came from.

1. Write and decorate your family name.
2. Draw a flag to show the place where you were born. Colour it.
3. Draw a map to show where you live. Write the name of the country inside the map.
4. Draw or write the name of a special relative. Say how they are related to you.







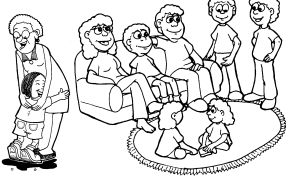
## Activity

## Types Of Families 2



There are different types of families. The type of family which you belong to is special.

- ☐ Sit in a group. Place a tick next to the family type that you belong to. Do the same for three other people in your group.

	Your Name:	Person 1:	Person 2:	Person 3:
<b>Nuclear Family</b> 				
<b>Single Parent Family</b> 				
<b>Grandparent Family</b> 				
<b>Blended Family</b> 				
<b>Extended Family</b> 				
<b>Other</b>				

## Activity

## Indigenous Family Structures And Roles 2



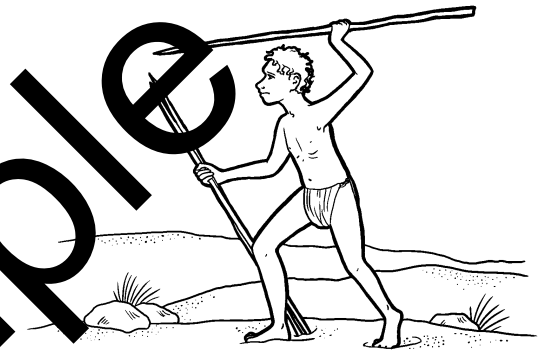
Men do different work than women in Indigenous clans.

❑ Match the pictures to the roles.

Men hunt large animals.



Men make weapons for hunting and produce tools.



Women make baskets, mats and string.



Women gather plants, seeds and insects.





## Activity

## ANZAC Day 1



ANZAC Day celebrates a past event – all soldiers who have fought in wars around the world.

☐ Colour who we remember on ANZAC Day.



☐ Mark on the calendar when ANZAC Day is.



☐ Colour the place on the map where the ANZACS were sent to fight during World War I.



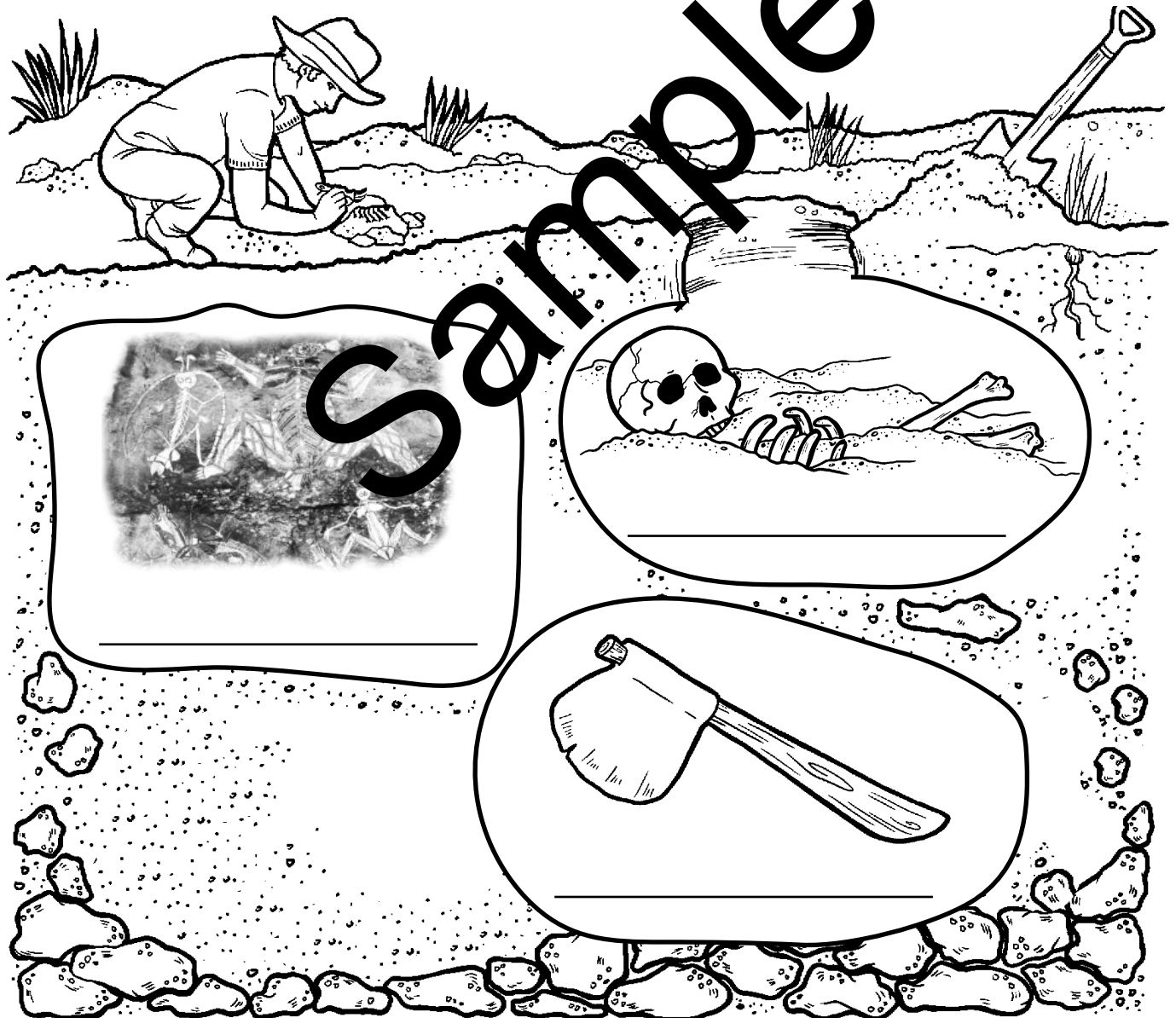




First Nations Australians were the first people to arrive in Australia. They are the traditional owners of the land. Welcome to Country ceremonies welcome everyone who has arrived in Australia after them, to their land.

☐ First Nations Australians have a strong connection with the Australian land because they have lived in Australia for thousands of years

- 1.) Discuss how the pictures show that First Nations Australians were the first people to step foot in Australia.
- 2.) Label each artefact.
- 3.) Look at the man in the picture. What is his job?





Pictures can tell us stories about the past.

This picture tells us that dinosaurs existed in the past.



- ☐ What else does this picture tell you about the past? Circle Yes or No.

**In the time of the dinosaurs were there:**

**People?** Yes / No

**Buildings?** Yes / No

**Trees?** Yes / No

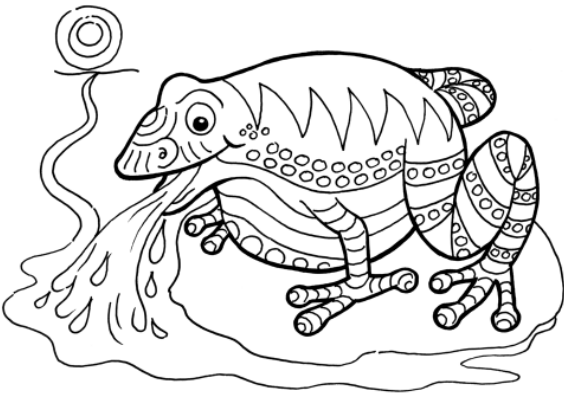
**Water?** Yes / No

**Cars?** Yes / No

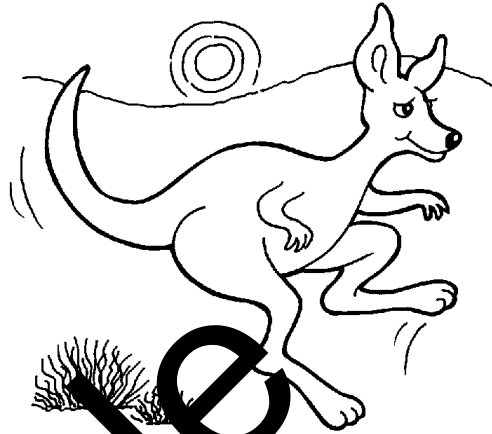
**Animals?** Yes / No

- ☐ Colour in the picture.

- After the teacher has read *Tiddalick The Greedy Frog*, arrange the pictures so that they reflect the order of events in the Dreaming story. Cut out each picture and paste it onto a separate sheet. Colour the pictures.



**Tiddalick** laughed so much that all the water came out of his mouth.



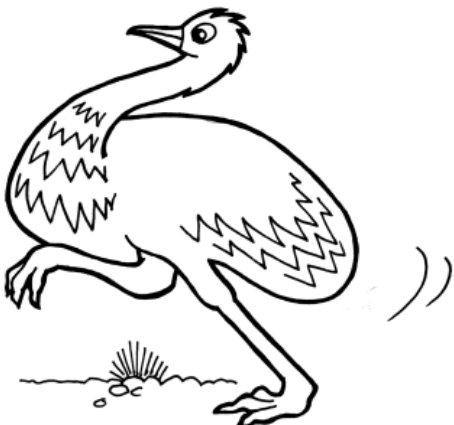
The **kangaroo** hopped on one leg.



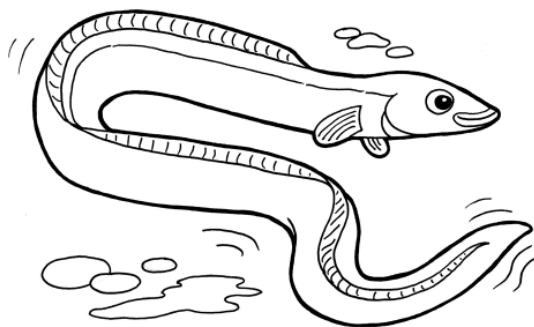
The **wombat** had an idea.



The **lizard** turned around and around and around.



The **emu** danced the can-can and wobbled his big bottom.



The **eel** tickled Tiddalick with his tail.